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ABSTRACT

Designed to improve the articulation of two- and four-year college baccalaureate-oriented coursework in Illinois, this report provides background on the history and status of articulation in the state, and presents descriptions of current issues and related recommendations. First, the historical overview explains the "articulation compact" established by the Illinois Board of Education in 1970 to encourage Illinois universities to grant junior standing to transfer students who have completed associate degrees based on baccalaureate-oriented sequences and to consider their lower-division general education requirements satisfied. Next, the report considers the following transfer articulation issues and offers recommendations for their resolution: (1) challenges to the "articulation compact" by some universities; (2) variations in general education or core degree requirements among community colleges; (3) program and course articulation problems caused by differences in specific course content, changes in university course requirements, and changes required by external certification and accrediting groups; (4) the need for two- and four-year institutions to make special efforts to increase the number of minority students who complete associate degrees and subsequently transfer and complete baccalaureate degrees; (5) access to public universities for associate in arts and associate in science graduates; (6) the scope and effectiveness of academic advising at community colleges; (7) changes in university degree requirements; (8) student transcript policies and procedures; (9) nontraditional student populations; (10) maintenance of academic standards and instructional quality in telecourses; (11) transferability of dual credit enrollment courses; and (12) articulating associate in applied science degree programs. (AJL)

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CURRENT ISSUES IN TRANSFER ARTICULATION BETWEEN COMMUNITY COLLEGES AND FOUR-YEAR COLLEGES AND UNIVERSITIES IN ILLINOIS

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PREFACE

This report represents a collaborative effort of university and community college representatives to study the status of transfer articulation in order to identify issues and formulate recommendations. It was undertaken by the Illinois Community College Board staff in response to concerns expressed by community colleges and universities on the status of articulation. Groups involved in this effort, listed in Appendices A and B, included:

. The Illinois Community College Board Program Advisory Committee

. The Articulation Task Force, a subcommittee of the Program Advisory Committee, with both university and community college members

Many other professionals also provided additional input. The Illinois Community College Board staff is greatly appreciative of the contribution of these groups and individuals to this study and report.

David R. Pierce
Executive Director

Illinois Community College Board

CURRENT ISSUES IN TRANSFER ARTICULATION BETWEEN COMMUNITY COLLEGES AND FOUR-YEAR COLLEGES AND UNIVERSITIES IN ILLINOIS

The purpose of this report is to improve the articulation of lower-division baccalaureate coursework offered by public community colleges with the upper-division coursework offered by baccalaureate degree-granting colleges and universities in Illinois. The report provides background on the history and status of articulation, describes current issues, and presents related recommendations regarding:

- Articulation Compact
- General Education (Core Degree) Requirements
- Program and Course Articulation
- Assisting Minority Transfer Students
- Access to Public Universities for AA and AS Graduates
- Academic Advisement
- Changes in University Requirements
- Reporting Progress of Transfer Students
- Student Transcript Policies and Procedures
- Accommodating Nontraditional Student Populations
- Telecourses
- Dual Credit Enrollment Courses
- Articulating AAS Degree Programs

HISTORY AND STATUS OF ARTICULATION

One of the primary missions of public community colleges in Illinois is to provide the first two years of coursework leading toward a baccalaureate degree. Since the community colleges do not themselves award bachelor's degrees but rather are partners with senior institutions in the delivery of baccalaureate education, it is essential that the lower-division baccalaureate coursework offered at community colleges is articulated with and accepted by four-year colleges and universities in Illinois.

Transfer articulation within the system of higher education in Illinois is not easy, largely due to the diversity of the individual institutions. Each of the four-year colleges and universities in the state has different general education (core degree) requirements and different major field requirements. These differences, although sometimes very slight, are greatly valued by the college/university faculty. Likewise, the community colleges do not have identical general education (core degree) requirements for the associate degrees designed for transfer [Associate in Arts (AA) and Associate in Science (AS)]. All sectors within the state's higher education system have a responsibility to ensure that a quality program is provided. At the same time, it is essential that diversity be accepted and that all institutions of higher education work together to enhance the transfer process for the benefit of students.

Transfer articulation has been viewed as a very critical function within the system of higher education in Illinois. The Public Community College Act directs the Illinois Community College Board in cooperation with the four-year colleges to "... develop articulation procedures to the end that maximum freedom of transfer among community colleges and between community colleges and (baccalaureate) degree-granting institutions be available, and consistent with minimum admission policies established by the Board of Higher Education" (Sec. 2-11 of the Act). As the community college system became established in the late 1960s, considerable effort was devoted to articulating transfer programs offered by community colleges with four-year colleges and universities. As a result of this work, the Illinois Board of Higher Education passed a resolution regarding articulation in December 1970 commonly known as the "articulation compact." This resolution reads as follows:

> Be it Resolved, that the Board of Higher Education views the public Junior-Community Colleges of Illinois as partners with senior colleges and universities in the delivery of the first two years of education beyond high school in this state. There is need for full acceptance and recognition of this development throughout the higher education community. In furthering this goal, all trustees, administrations and faculties of senior colleges and universities are requested to declare that a transfer student in good standing, who has completed an associate degree based on baccalaureate-oriented sequences to be transferred from a Junior-Community College in Illinois be considered a) to have attained junior standing and; b) to have met lower division general education requirements of senior institutions.

The articulation compact has greatly enhanced the transfer process for students from the community colleges for the past two decades because it has been honored by public universities which enroll the large majority of the transfer students from Illinois community colleges. The compact ensures that students who complete associate degrees designed for transfer are given junior standing at the university and that their lower-division general education requirements for a baccalaureate degree are satisfied. The articulation compact does not address many aspects of the transfer process, such as acceptance of any major field degree requirements by the universities, admission into a specific program major at the upper-division level, or admission requirements into the university. Therefore, there is still a great need for students to select courses at the community college that will meet major field requirements at the university and to make sure that all other criteria for admission into a specific program major are attained.

In the early 1970s, individuals responsible for transfer programs at community colleges began working with persons at senior colleges and universities to address articulation issues. This group, now known as the Transfer Coordinators of Illinois Colleges and Universities, has been meeting twice each year. Over the years, this group has been responsible for the development of much of the articulation process that takes place between community colleges and baccalaureate degree-granting institutions. In addition, this group has made possible the three statewide follow-up studies of transfer students and conducted its own study of transfer problems.

Four-year colleges and universities in Illinois have also assisted greatly with the articulation process with community colleges. Most universities have staff members that serve as community college coordinators. All universities have procedures and processes for articulating community college courses. Most universities have developed detailed course equivalency guides for all community colleges; several universities have developed detailed articulation guides for community college students planning on majoring in certain areas such as engineering, business, and chemistry; and some universities have articulated some of their baccalaureate programs with related Associate in Applied Science degrees offered at community colleges.

While Illinois is ahead of many other states in the articulation of courses and programs between the community colleges and the baccalaureate degree-granting colleges and universities, there are always new issues and problems that need to be clarified and resolved. The full range of current articulation issues needs to be addressed to further improve the articulation process and better serve students.

ARTICULATION ISSUES AND RECOMMENDATIONS

Current transfer articulation issues are described in this section and recommendations designed to resolve these issues are proposed.

Articulation Compact

Issues: At its December 1970 meeting, the Illinois Board Of Higher Education approved a resolution on transfer articulation known as the "articulation compact." This resolution recommends that all universities in Illinois consider a transfer student who has completed an associate degree based on baccalaureate-oriented sequences at a community college in Illinois to have attained junior standing and to have met lower-division general education requirements of the senior institution. This articulation compact has been adopted and utilized by most of the public universities in Illinois and some of the private universities. It has provided community colleges the flexibility to develop general education requirements at the lower-division level that are designed to serve a number of institutions. This degree of flexibility is essential because baccalaureate degree-granting institutions do not all have the same general education requirements, and community colleges serve students desiring to transfer to a number of different universities.

While the articulation compact has served the Illinois community college system well for the past 18 years, the concepts contained in the compact have been challenged from time to time. Faculty at some universities are currently questioning how they can accept the awarding of baccalaureate degrees to transfer students who have not completed the specific lower-division general education requirements expected of native students. Some universities have developed unique lower-division courses that they expect all students to complete, including transfer students who have had similar general education courses. Providing unique courses within a given discipline for transfer students going to many different universities is very difficult for community colleges, but community colleges can usually provide a similar course that

meets the general education objectives of the universities. Due to these concerns, there is now a need to readdress the rationale on which the articulation compact was built and to communicate this to all sectors of higher education in Illinois.

Conclusions: While the concepts contained in the December 1970 IBHE resolution known as the "articulation compact" have been very beneficial in enhancing the transfer process for community college students in Illinois, these concepts are being seriously challenged in some universities at this time. Therefore, now is the time to communicate to all levels of the higher education system in Illinois the rationale on which the articulation compact was built.

Recommendations:

1. The ICCB and IBHE staff should reemphasize the rationale and purpose of the articulation compact to the higher education system in Illinois.

2. Colleges and universities in Illinois should adopt the concepts contained in the articulation compact.

3. The Transfer Coordinators of Illinois Colleges and Universities working with ICCB and IBHE staff should continue to address articulation concerns when these are recognized and should serve as channels of communication for articulation in the state.

4. Community college students should be advised to complete the Associate in Arts or the Associate in Science degree prior to transferring so that they can utilize the benefits of the articulation compact if this enhances their transferability.

General Education (Core Degree) Requirements

Issues: Major deviations in the general education (core degree) requirements at a few community colleges are causing several universities to question their commitment to the articulation compact. For the community colleges, ICCB requires that the general education component of the Associate in Arts and Associate in Science degrees represents at least 60 percent of the total number of credit hours for completion of the degrees. Community colleges have the flexibility to establish distribution requirements among the various disciplines and to determine the courses that comprise the general education component. Senior colleges and universities in Illinois also have autonomy in establishing their own unique general education requirements, credit hour distributions, and required discipline categories. As a result, the general education degree requirements are different at each college and university in Illinois.

Although most universities accept the fact that community colleges have slightly different course distributions within their general education requirements, some are concerned when a few community colleges do not keep their general education requirements up-to-date. More specifically, universities are concerned when the general education requirements at some community colleges do not include at least 38 semester hours of general

education coursework, a course in non-western culture, a course in speech in addition to two or more composition courses, two science courses with at least one being a laboratory science course, and a separate category for mathematics.

Community colleges, on the other hand, are concerned that some university programs are requiring a large proportion of the general education coursework to be completed at the upper-division level. While some general education coursework at the upper-division level may be beneficial, a large proportion of general education courses at this level makes it necessary for transfer students to retake courses that they have completed at the lower-division level.

Conclusions: Variations in the general education (core degree) requirements between community colleges and universities are causing some universities to reconsider their commitment to the articulation compact. Most universities do not mind flexibility, but are concerned about shortcomings in the general education (core degree) requirements at some community colleges. Community colleges are concerned when universities require a large proportion of the general education courses at the upper-division level.

Recommendations:

5. Community colleges should review their AA and AS degree requirements and revise their general education (core degree) requirements to meet or exceed the guidelines contained in the AA and AS degree models published in the ICCB Program Manual.

6. Universities should be kept informed of the progress that community colleges are making in updating their AA and AS degrees and should be encouraged to be tolerant of some diversity in core degree requirements by accepting the concepts contained in the articulation compact.

7. Universities should require most of their general education courses at the lower-division level.

Program and Course Articulation

Issues: A variety of articulation problems often occurs at the program and course levels which presents transfer problems for AA/AS graduates. When community colleges and universities differ on specific topics within a given course, transfer students may be required to retake the course after transfer to satisfy specific program requirements. In some cases, the community college cannot accommodate the diversity of required courses or topics within courses for the same major field at different universities. Also, since no standard criteria exist to define lower- and upper-division credit courses, some transfer courses may not be accepted as lower-division by all universities. As a result of these problems, there is a growing concern that an increasing number of transfer courses are being accepted only as elective credits.

New certification requirements from external regulatory agencies also can present articulation problems for both community colleges and universities. For example, the proposed amendments by the Illinois State Board of Education

for the general education requirements for teacher certification will have a direct impact on the requirements for teacher education programs in community colleges and universities. Institutions must be aware of such changes early in order to avoid advising and articulation problems.

When an articulation problem is university- or college-specific, it is generally addressed on an individual basis by the community college staff involved; however, if the problem is statewide, it may be more difficult to resolve. Currently, such articulation problems are identified by the Transfer Coordinators of Illinois Colleges and Universities. At times, the Transfer Coordinators and the ICCB have created special task forces consisting of university and community college personnel to resolve such problems. In addition, discipline-specific associations often identify problem courses or articulation issues in their particular discipline which need attention to ensure smoother transfer.

Colleges and universities have a difficult time in keeping current with all of the detailed information regarding the articulation of programs and courses among the many institutions in Illinois. Many institutions do not have adequate staff resources to provide and maintain current information on articulation for use by academic advisors and students. Although one solution is to increase the staff resources assigned to this function, automated information may be another viable option.

Conclusions: Program and course articulation problems occur as a result of differences between community colleges and universities on specific course content and courses which are applied toward major field requirements, changes in course requirements at universities, and changes made to satisfy external certification and accrediting groups. A continuing effort needs to be made to monitor such articulation problems, to address them appropriately in a timely manner, and to allocate adequate resources to support articulation.

Recommendations:

8. Universities and community colleges should involve both key administrators and faculty at the program level in developing and maintaining articulation agreements.

9. The Transfer Coordinators should establish a timely communication process among state colleges/universities for announcing programmatic changes as they are being developed within the respective institutions.

10. Community colleges and universities should develop two-plus-two articulation guides for transfer students working toward a bachelor's degree in professional fields such as engineering, teacher education, and accounting.

11. The community college Transfer Coordinators should keep all faculty, counselors, and transfer students in their respective community colleges informed of the transferability of all courses.

12. The Transfer Coordinators, in conjunction with IBHE and ICCB staff, should establish a two- or three-year calendar for conducting articulation studies of specific programs, disciplines, or courses.

13. ICCB should develop a process through which the discipline-specific, professional associations can keep ICCB and the Transfer Coordinators informed on discipline articulation issues.

14. Public universities should collaborate with appropriate community college personnel when making decisions about baccalaureate degree requirements, including both general education and major field requirements.

15. Community colleges and universities should ensure that adequate resources are provided to support the articulation function.

Assisting Minority Transfer Students

Issues: Although community colleges enroll a large proportion of minority students, the percentage of minority students who complete an associate degree designed for transfer and the percentage of minority students who complete a baccalaureate degree after transfer are much below desired levels. Both community colleges and universities must develop programs designed to recruit more minority students into transfer programs, retain a much greater proportion of these students through the completion of the transfer associate degree, and increase the number of minority students transferring to universities to complete the baccalaureate degree. Programs having a very high potential in this area seem to be cooperative programs between universities and community colleges.

Conclusions: Community colleges and universities need to make a special effort to increase the number of minority students who complete associate degrees designed for transfer and to increase the proportion of these students who transfer and complete a baccalaureate degree.

Recommendations:

16. Community colleges should develop programs designed to recruit more minority students into transfer programs and to assist these students in completing these programs.

17. Universities should develop cooperative programs with community colleges designed to increase the number of minority students transferring and completing baccalaureate degrees.

18. Universities and community colleges should work closely with high schools to increase the pool of minority high school graduates interested in pursuing baccalaureate-degree education.

Access to Public Universities for Associate in Arts and Associate in Science Graduates

Issues: Due to the increased enrollments in certain major fields, such as business and engineering, at a number of the universities in Illinois, Associate in Arts and Associate in Science degree graduates of community colleges have had difficulty in being admitted to specific programs and

courses. While it is understandable that colleges and universities must often limit their enrollments in a number of areas, it should be a public policy in Illinois to provide adequate spaces statewide in the public universities at the upper-division level to accommodate AA/AS graduates wishing to complete their baccalaureate degree at an institution within the state. If enrollments are limited within a given program area at some universities, it is essential that community college transfer students be treated equitably with native students and other transfer students in the admission to these programs. At present, the admission process into programs and courses at a few universities is not equitable for transfer students. For example, transfer students in business administration programs at a few universities do not have the same pre-registration privileges for required courses as native students. As a result, these transfer students are forced to extend their stay at the university to complete their degrees.

Conclusions: Access to public universities should be provided statewide for qualified AA/AS graduates from Illinois community colleges. Qualified transfer students should also be able to compete on an equal basis with native students for access to courses and baccalaureate programs.

Recommendations:

19. Universities should continue and/or develop policies that ensure equitable treatment for qualified transfer students for admission to the university, programs, and courses.

20. The ICCB staff should identify problem areas which prevent qualified community college transfer students with AA or AS degrees from being admitted to an upper-division college or university.

21. The IBHE staff should work with the public universities to develop a plan that provides spaces for qualified AA and AS degree graduates within the state's system of higher education.

Academic Advisement

Issues: In the 1978 study, "Community College-Senior College Articulation in Illinois," students identified inadequate academic advisement at both community colleges and universities to be a major factor leading to transfer problems. Although universities in Illinois have developed course articulation guides/handbooks for community colleges and most community colleges provide excellent up-to-date transfer information, apparently many students still do not receive adequate transfer advisement. It is not known if the advisement problems are due to the students not seeking or avoiding academic advisement, if the students are unsure of their major career goals or where they plan to transfer, or if the academic advisement for transfer students is inadequate at a number of colleges.

The staff resources for academic advisement may not be adequate to accommodate the need at some colleges since keeping current with transfer requirements takes much time and effort. Degree requirements vary greatly from one university to another. Course equivalencies are not only different at the various universities, but they change from time to time. Some universities

and colleges have experimented with computerized articulation information systems to reduce this burden. Such systems include a course equivalency file for all institutions that can be accessed directly by students, counselors, and academic advisors.

Conclusions: Academic advising is provided in all community colleges, but it is difficult to determine the extent to which academic advising is used by students and how effective it is for students planning to transfer.

Recommendations:

22. Community colleges should recognize the importance of providing effective academic advisement services for their students and should ensure that these services are adequately staffed.

23. Community colleges should periodically review their academic advising services to ensure that they are effectively serving transfer students.

24. Community colleges should clearly identify in their college catalogs courses that have been articulated for transfer.

25. The ICCB and IBHE should jointly investigate the feasibility of developing a statewide computerized articulation information system.

Changes In University Requirements

Issues: Colleges and universities change their degree requirements from time to time. When such changes are made, the common practice used is to enable a student to finish the degree under the old requirements if a student's work has been in progress for some time. This is a very common and reasonable process. The universities need to recognize that community college students start their work at the community colleges under these same requirements. Universities should communicate degree requirements to community colleges so that they may be passed on to community college transfer students. In addition, universities should enable transfer students to complete the requirements for a baccalaureate degree with the same grandfathering provisions as are afforded to native students.

Conclusions: Changes in university degree requirements can cause community college students problems in transferring. These changes need to be communicated to community college students and should provide the same exceptions for transfer students as for native students.

Recommendations:

26. Universities should allow transfer students to complete their degrees under the requirements specified at the time they were admitted to the community college, provided they complete the degrees within the same length of time allowed for native students.

27. Universities and colleges should inform community colleges of any changes in admission or degree requirements in a timely and efficient manner.

Reporting Progress of Transfer Students

Issues: Annually, approximately 10,000 to 11,000 students transfer from community colleges to senior institutions in Illinois. It is important for the sending institutions to know how their students perform after transferring. In addition, they need to know if there were any problems in the acceptance of credits earned prior to transfer. Reports to community colleges from senior institutions and follow-up studies of transfer students conducted by community colleges are both essential for community colleges to evaluate their pre-transfer programs and services. While most universities provide some type of progress report to the sending colleges, there is a lack of consistency in format and information received. This inconsistency makes it difficult for the community colleges to assess accurately the overall effectiveness of their pre-transfer programs. A subcommittee of the Transfer Coordinators has been working on a common format for senior institutions to report the progress of transfer students to community colleges. In addition, the Illinois Board of Higher Education will be addressing this issue as it works with the universities to establish a student progress tracking system.

Conclusions: Community colleges need to obtain information on the progress of students transferring to senior institutions in a common format in order to better assess their pre-transfer programs.

Recommendations:

28. Universities should work with the IBHE staff and the Transfer Coordinators to develop a common reporting format for reporting the progress of transfer students to community colleges.

29. Community colleges should analyze reports from universities on transfer students, along with additional information obtained from student follow-up studies, in evaluating their pre-transfer programs and services.

Student Transcript Policies and Procedures

Issues: One of the articulation issues identified by several universities has been the practice of a few public community colleges deleting from the transcript a record of a student's enrollment and grade in a course that may have been completed several terms in the past. Such a practice is used by a few community colleges to completely replace the record of a course that has been subsequently repeated by the student. Although it is up to each college to determine how the GPA will be calculated, the practice of deleting an accurate record of the student's enrollment is a violation of the academic transcript standards used by most academic institutions. The common standards used are delineated in the guidelines for academic transcripts published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In addition, the ICCB Rules require each college to record accurately the enrollment of each student claimed for state funding.

The practice by a few community colleges of deleting the record of courses previously completed undermines the credibility of the transcript policies and procedures used by all community colleges. It does not enable universities

that use all grades received in a given course in calculating a GPA to treat students coming from different community colleges consistently.

Conclusions: The practice by a few community colleges of deleting or changing an accurate record of a student's official enrollment in subsequent terms undermines the credibility of transcript policies and procedures used by all community colleges and hampers the articulation process with universities.

Recommendations

30. The ICCB should develop guidelines, similar to AACRAO guidelines, that community colleges could use in developing or revising their academic transcript policies and/or procedures.

31. The ICCB should closely monitor the compliance of community colleges with ICCB Rule 1501.507b3 which requires that the colleges accurately record the enrollment of each course claimed for state funding on each student's academic transcript.

Accommodating Nontraditional Student Populations

Issues: Part-time and adult students constitute a significant component of the community college student population. In fall 1987, part-time students made up 70.5 percent of the total student headcount enrollment. Statewide, the average age of all students in the system currently is 31.3 years. While community colleges have been responsive by offering programs to meet the needs of this population, they should explore the use of more nontraditional approaches and options for this group. The options of using CLEP exams, offering courses by video, and giving credit for documented military or professional job training are often suggested.

Several universities in Illinois offer baccalaureate degree programs that provide flexibility to individually design a baccalaureate-degree program to meet the unique needs of students. For instance, the Board of Governors Bachelor of Arts Degree has been used very effectively to meet the needs of many older students who have completed their lower-division work at a community college.

Conclusions: An increasing number of nontraditional students are seeking the AA and AS degrees. These students have knowledge, experiences, and competencies that are equivalent to those of "traditional" students. After completing the AA or AS degrees, these students need access to university baccalaureate programs designed to accommodate the individualized needs of students.

Recommendations:

32. Community colleges should expand the opportunities for nontraditional students seeking the AA and AS degrees by using CLEP exams and by providing courses through new technologies, but should ensure that these methods are sound and that the objectives of the AA and AS degrees are satisfactorily attained.

33. Universities should expand access to their baccalaureate programs designed to accommodate the individualized needs of students throughout the state.

34. Universities should publish and distribute to community colleges their policies for accepting credit for CLEP exams, prior military coursework, and other options designed for nontraditional students.

Telecourses

Issues: More and more colleges, universities, and community colleges are offering courses via various modes of distance learning. Advancements in technology, such as with communications satellites and computers, make it possible to use television and audio broadcasts to offer quality courses at convenient times and locations to serve additional populations of students. While senior institutions are willing to accept for transfer courses offered by various modes of instruction, they want assurances that the community colleges are maintaining quality control. Community colleges that offer transfer courses via distance learning should ensure that the students are provided similar experiences and are evaluated with similar standards as for students enrolled in courses on campus. It is essential that instructors are available and accessible to students enrolling in courses offered through nontraditional means. Additionally, instructors should either have prior experience in a nontraditional instructional delivery system or acquire training in nontraditional modes of instruction.

Conclusions: It is important to universities that community colleges offering transfer courses through nontraditional modes of instruction maintain the same objectives and quality as in the courses offered on campus through more traditional methods.

Recommendations:

35. Community colleges should ensure that transfer courses offered through nontraditional modes of instruction (e.g., telecourses) cover the same content, achieve the same objectives, and use the same standards for evaluation as do courses offered on campus.

36. Community colleges should provide a comprehensive integrated network of student services to support the special needs of the distance learner.

37. Community college instructors involved in delivering telecourses should be easily accessible to distance learners and have appropriate academic and experiential background for teaching these courses.

Dual Credit Enrollment Courses

Issues: Courses offered by community colleges for dual credit to high school students are causing transfer problems. In a course offered for dual credit by a college, high school students simultaneously receive college credit applicable to a degree and credit for high school graduation. Some universities find this practice questionable since they suspect such courses

may be high school level. Universities do not question the use of Advanced Placement, which provides college-level instruction for high school students who demonstrate academic readiness to pursue college courses, or allowing qualified high school students to get credit for completing a regular college course.

Universities do not accept for transfer college credit awarded for the completion of high school courses. Hence, community colleges should ensure that college-level courses offered for dual credit are not offered in conjunction with regular high school courses. Instead, these courses should be offered as regular college courses with other college students and taught by college instructors.

Conclusions: Courses offered for dual credit may create transfer problems for students. To ensure the transferability of college-level courses, the community colleges should ensure that all dual credit courses require the same rigor, quality, and academic control as other baccalaureate/transfer courses. While dual credit enrollment should not be discouraged as it provides an important opportunity for advanced students, practices that tend to confuse the distinction between high school-level courses and college-level courses should be avoided.

Recommendations:

38. The ICCB should form a special task force to study dual credit courses in Illinois and to prepare a report that would contain conclusions and recommendations on this issue.

Articulating AAS Degree Programs

Issues: Some community college students who complete Associate in Applied Science (AAS) degrees, which are designed primarily to allow for immediate job entry in technical and semi-professional positions, subsequently choose to complete a baccalaureate degree in a field directly related to the AAS degree. In order to provide further educational opportunities without unnecessary loss of credit earned in the AAS program, there is a need for special articulation efforts between community colleges and senior institutions. Generally, students who have completed the AAS degree have concentrated heavily on technical coursework in their area of specialization (usually 60 to 75 percent of the total coursework) and to a lesser degree on general education coursework (usually 25 to 40 percent of the coursework). As a result, these students have not been exposed to as many general education courses as AA or AS degree students nor to the theoretical lower-division coursework underpinning the major that is generally taken by students in baccalaureate degree programs. Several universities have developed programs designed for students who complete the AAS degree (commonly called "capstone" programs) in areas that are directly related to the universities' baccalaureate programs. Some of these programs enable students to complete a baccalaureate degree by taking slightly more than 60 additional semester credit hours of coursework and by utilizing many of the technical courses not specifically designed for transfer.

Conclusions: Individuals may alter their career goals after completing a portion of their higher education. As a result, there is a need for the development of articulated programs that enable AAS degree graduates to complete a bachelor's degree in an area directly related to the AAS degree.

Recommendations:

39. Universities should explore the articulation of selected baccalaureate programs with directly related AAS programs at community colleges.

40. The ICCB should maintain and distribute to community colleges a list of baccalaureate programs at universities that have been articulated with AAS programs.

GENERAL CONCLUSIONS

This report presents a history of articulation efforts between the community colleges and senior colleges and universities in Illinois, describes some of the major issues which are causing articulation problems, and presents recommendations designed to improve articulation. During the past two decades, Illinois has been ahead of most states in the articulation of courses and programs between the community colleges and the baccalaureate degree-granting institutions. The articulation compact, approved by IBHE and adopted by most state universities, has greatly enhanced the transfer process for students from community colleges. In addition, the universities have worked cooperatively with community colleges to improve the articulation of courses and programs and have provided community colleges with information needed for follow-up of transfer students. Finally, the Transfer Coordinators of Illinois Colleges and Universities have continually worked to address articulation issues with all colleges and universities in Illinois.

While the transfer process is working well in Illinois, there have been concerns expressed recently about the articulation compact and other transfer issues. As a result, the ICCB Program Advisory Committee formed the ICCB Articulation Task Force to study these issues. The Task Force identified and described the current articulation issues and developed 40 recommendations to address these concerns. These recommendations are directed to all sectors and all levels of higher education in Illinois.

It is the hope of the Task Force that this report will focus the discussion on the critical articulation issues within the higher education system in Illinois and will encourage effective communication between community colleges and universities, both at the faculty and administrative levels. Such cooperative efforts between institutions in all discipline areas can improve the articulation of courses and programs and enhance the transfer process for community college students in Illinois.

APPENDIX A

FISCAL YEAR 1989 PROGRAM ADVISORY COMMITTEE MEMBERS

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APPENDIX B

ARTICULATION TASK FORCE

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